



Mumbai Conference

ON "Teaching for Transformation: Collaboration, Inclusion, and Innovation in the field of Inclusive Education"

Date: January 21-23, January 2026

Venue: Prof. A. Desai Hall, Main Campus, Tata Institute of Social Sciences, Mumbai



Format of Mumbai Conference

Selected papers from all over India and other countries, if any, will be presented in three days.

Submission Dates

Abstracts: 31 December 2025
Full Papers: 17 January 2026

Conference fee: Rs.6,000/- for three days

Bank details

Name of the Account: **BROTHERHOOD**
Bank Of Baroda, Karol Bagh, New Delhi,
A/C No.00 9701 0000 7032
IFSC: BARB0KAROLB (Fifth character from left is Zero)

Accommodation: For outstation participants we have allotted 10 rooms on single/twin basis at TISS Guest House @Rs.3000/-+GST Per Day.

Rooms will be allotted on first-cum-first basis.

The Centre for Disability Studies and Action, School of Social Work, Tata Institute of Social Sciences, Mumbai; Global Inclusive Education Network and Brotherhood, Delhi, are conducting a 3-day conference on inclusive education in Mumbai.

Background and Rationale

Inclusive education is not only a pedagogical imperative but also a key policy priority reflected in the National Education Policies (NEPs). These policies increasingly recognise the need to transform education systems to be more responsive to the diverse needs of all learners, including those with disabilities, linguistic minorities, and students from marginalised communities. A strong NEP aligned with inclusive values provides the necessary framework for embedding equity, accessibility, and learner-centred approaches at every level of education. The conference will examine how NEPs can serve as catalysts for inclusive education reform, how policy commitments are being translated into practice in schools and classrooms, and how teachers can be supported through policy measures that promote inclusive pedagogy, resource allocation, and professional development. The alignment between national policy and classroom realities will be critically explored, with a focus on enabling teachers to lead and sustain inclusive transformation.

Teachers are central in achieving **Sustainable Development Goal 4 (SDG 4)** and ensuring inclusive and equitable quality education, and promoting lifelong learning opportunities for all learners. They are not only facilitators of learning but also drivers of inclusion, innovation, and equity within education systems.

Yet across many contexts, teachers continue to work in isolation, burdened by fragmented systems, limited support, and inadequate opportunities for collaborative professional growth. This isolation undermines educational quality, teacher well-being, and long-term retention. It also hampers the transformation urgently needed in education systems to meet contemporary challenges.

There is a growing consensus that **recasting teaching as a collaborative profession**—supported by coherent policies, inclusive pedagogical models, and professional solidarity—is essential for improving learning outcomes and teacher satisfaction. It also empowers teachers to contribute actively to the transformation of education systems.

This conference seeks to bring together teachers, policymakers, researchers, and education leaders to explore how **collaboration, inclusive curriculum and pedagogy, Universal Design for Learning (UDL), and the integration of Artificial Intelligence (AI)** can support teachers in advancing inclusive, high-quality education for all.

Conference Objectives

The conference aims to:

- Promote the understanding of teaching as a collaborative and relational profession essential to educational transformation.

- Explore inclusive curriculum and pedagogy models, including and the ethical integration of AI in teaching and learning.
- Identify and address key challenges teachers face in adopting inclusive, collaborative practices, including digital disparities and professional isolation.
- Share best practices, tools, and frameworks that strengthen teacher collaboration from initial training through continuous professional development.
- Advocate for policy measures and institutional cultures that support teacher agency, leadership, and participation in decision-making processes.

Thematic Areas

The conference will be structured around the following thematic pillars:

1. Inclusive Curriculum and Pedagogy: From Vision to Practice

- Embedding equity, diversity, and inclusion in curriculum design.
- Operationalising **Universal Design for Learning (UDL)** in diverse classrooms.
- Teacher agency in adapting curriculum to local contexts and student needs.

2. Teachers, Technology, and Transformation: Opportunities and Challenges

- Integrating AI and digital tools into teaching in ethical and inclusive ways.
- Addressing teacher concerns around digital transformation, workload, and training.
- Enhancing teacher capacity and well-being in tech-rich, high-demand environments.

3. Recasting Teaching as a Collaborative Profession

- Building structures for **collaborative professionalism**: co-teaching, mentorship, peer learning, and communities of practice.
- Strengthening collaborative learning in **initial teacher education** and **continuous professional development**.
- The role of school leadership, national policy, and social dialogue in enabling teacher collaboration.

Expected Outcomes

- A **Call-to-Action** outlining principles and recommendations to promote teaching as a collaborative profession.
- A repository of case studies, tools, and models for inclusive and collaborative pedagogical practices.
- Strengthened regional and international teacher networks for ongoing knowledge exchange.
- Policy briefs to inform educational stakeholders and decision-makers at multiple levels.

Target Participants

- Classroom teachers, including regular, special and shadow teachers and school leaders
- Teacher educators and researchers
- Policymakers and government officials
- Representatives from teacher unions and professional associations
- EdTech and AI experts
- International organisations and NGOs focused on education

Contact and Coordination

Dr. Sandhya Limaye, Chairpersons, Centre for Disability Studies and Action, TISS, Mumbai and Global Inclusive Education Network (GIEN)

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